



Aurukun State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

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From the Principal

School overview

We acknowledge the traditional owners of the land, the Wik, Wik Waya and Kugu People. We pay our respects to Elders past, present and emerging. We recognise their connection to Country and their role in caring for and maintaining Country. We acknowledge that the education of children has occurred on this land for tens of thousands of years. May their continuing strength and wisdom be with us.

Aurukun was established as a Presbyterian Mission in 1904 in remote western Cape York in Far North Queensland. The name "Aurukun" came from the local language name for the large lagoon at the back of the mission. Aboriginal people were relocated from large surrounding areas to the mission over several decades. The Aurukun Shire, with its own Shire Council was established in 1978. The 7,500 square kilometre shire has rare and beautiful environmental values. Traditional owners are very proud of their country; and traditional language and culture are strong. The Shire is one of only a few Welfare Reform Communities in Queensland and has about 1200 people. Aurukun State School opened in 1964 and remains the only school in Aurukun. We cater for about 200 Pre-Prep to secondary students. Our school is also known locally as Koolkan Aurukun Community School. In 2002 our school amalgamated with Western Cape College (Weipa). In 2010 our school joined a number of other Cape schools to amalgamate with the Cape York Aboriginal Australian Academy (CYAAA). In 2015 our secondary department closed. In 2017 our school returned to Department of Education and reopened our secondary department.

School progress towards its goals in 2018

In 2018, the school priorities are:

- Student Attendance
- Student Reading
- Student Behaviour
- School – Community Engagement

Future outlook

In 2019, we will focus on the following priority areas:

- Student Attendance
- Quality Teaching and Learning
- A Culture that Promotes Learning

Within these areas we will continue to prioritise successes with reading, pedagogy and with the implementation of the Wik Mungkan Language program. Student behaviour management will remain a focus with the proposed implementation of a new set of school values linked to the community values developed by the Wik Kath Min group. Positive Behaviour for Learning will utilise the new values and lessons and the matrix will be updated in line with this.

Our school community looks forward to aligning our values with the community values and collaborating with community members to create a school culture that promotes learning and is responsive to community wishes.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	198	201	206
Girls	105	101	96
Boys	93	100	110
Indigenous	195	197	204
Enrolment continuity (Feb. – Nov.)	94%	86%	80%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were 21 students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Our students live in a very remote traditionally oriented community in Cape York. Most students are EAL/D learners with Wik Mungkan being their first language.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	15	17
Year 4 – Year 6	21	17	17
Year 7 – Year 10		8	
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

In 2018, our students are being taught in five of the six Key Learning Areas with plans for full implementation of the Australian Curriculum by 2020. We teach using Direct Explicit Instruction. During this year there have been many improvements made to the way we teach reading and an emphasis has been placed on explicitly teaching the big six skills of reading.

Emphasis has been placed on the teaching of skills for students to successfully transition to boarding schools post year 6. For students who choose to complete High School at KASS the Australian Curriculum is offered with English and Maths delivered using BYETC.

Our Kindy staff deliver Foundations for Success combined with EYLF

A highlight of 2018 has been the introduction of Wik Mungkan lessons. In response to extensive community engagement workshops facilitated by Justin Butler (FNQRO), Wik Mungkan began to be taught at Aurukun SS in 2018 across Years P-2 under the First Language (L1) Learner Pathway of the Australian Curriculum: Languages (Framework for Aboriginal Languages and Torres Strait Islander Languages). Wik Mungkan is the Indigenous lingua franca of the people of Aurukun, which many children learn from their families as a first language and continue to use naturally at home and play. The Languages curriculum provides an opportunity to develop and extend Wik Mungkan language skills at school in the areas of speaking, listening, reading and writing, supporting cognitive development and signalling recognition of the value and status of students' language and ways of using and understanding language. Learning and using the language at school also meets a widely held community aim to strengthen students' identity and their connection between their families, community and country.

Co-curricular activities

Throughout this year there have been a range of co-curricular activities that staff and students have been involved in which include visiting specialists in:

- STEM
- The Arts
- Sport
- Cultural activities
- Instrumental music

A range of excursions have been offered and our school has participated in community events like Clean Up Aurukun Day, ANZAC Day, Aurukun Day, NAIDOC Fun Day, River to Ramp Fun Run and Remembrance Day.

Some students were able to participate in school camps which included:

- Band Camp with the Queensland Music Festival
- World of Dreams (Top attending students)
- Returning Generation (Cultural Camp on country with APN)
- Year 5/6 Transition to Secondary School Camp

How information and communication technologies are used to assist learning

Our school is wireless enabled with access to high speed internet access. We have laptop computers as well as iPad for student use. Each classroom is fitted with an Interactive Whiteboard.

Social climate

Overview

Our school is a Positive Behaviour for Learning school (PBL) and all students are explicitly taught our three expectations of:

- Be safe
- Be respectful
- Be your best

During Term 1 the PB4L Team reviewed the Behaviour Matrix to assist with a more clear defined approach to assisting students with positive behaviours. Regular meetings and the implementation of "Focus of the Fortnight" lesson plans were commenced. These lessons focused on behaviour data and/or anecdotal comments or concerns from staff and/or families/community. Major behaviour incidences were reduced by 15% from Semester 1 to Semester 2. The introduction of rewarding student behaviour at Assembly also saw an increase in Positive Behaviours recorded on One School. Students were rewarded for:

- End of Day Superstars: Teachers recorded students who ended the day at the top of the Peg Chart (Superstars). Students were given the opportunity to strive for Bronze, Silver, Gold, and Platinum Awards at Assembly.
- Focus of the fortnight: Student/s from each class are identified and rewarded for the commitment to following the particular expectation for the fortnight.

The school works closely with Regional Office in assisting with a proactive approach to addressing student behaviour and ensuring staff are trained in relevant areas. Essential Skills for Classroom Management was a compulsory professional development provided to staff. Classroom profiling was also introduced as a voluntary option for classroom observations.

The school employed three fulltime Case Managers to respond to and assist with student behaviour management.

Inclusive Practices

We have catered for students individual needs in the following ways:

- Each classroom has a Sound field System to support students with hearing impairments
- Staff were supported by the HoSES to differentiate learning activities.
- Providing adjustments in contact time for individual students
- Provided a withdrawal room for students not coping in class.
- Flexible learning provided in an alternative learning space
- Employing Indigenous Teacher Aide's to translate English into Wik Mungkan

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	82%	90%	100%
• this is a good school (S2035)	89%	90%	100%
• their child likes being at this school* (S2001)	89%	100%	100%
• their child feels safe at this school* (S2002)	89%	86%	100%
• their child's learning needs are being met at this school* (S2003)	72%	86%	94%
• their child is making good progress at this school* (S2004)	72%	90%	100%
• teachers at this school expect their child to do his or her best* (S2005)	94%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	78%	100%	88%
• teachers at this school motivate their child to learn* (S2007)	94%	100%	100%
• teachers at this school treat students fairly* (S2008)	94%	100%	94%
• they can talk to their child's teachers about their concerns* (S2009)	100%	91%	100%
• this school works with them to support their child's learning* (S2010)	78%	86%	100%
• this school takes parents' opinions seriously* (S2011)	71%	95%	87%
• student behaviour is well managed at this school* (S2012)	83%	67%	93%
• this school looks for ways to improve* (S2013)	94%	90%	100%
• this school is well maintained* (S2014)	94%	95%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
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* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	93%	92%	84%
• they like being at their school* (S2036)	93%	96%	89%
• they feel safe at their school* (S2037)	97%	85%	95%
• their teachers motivate them to learn* (S2038)	93%	98%	95%
• their teachers expect them to do their best* (S2039)	96%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	86%	81%	84%
• teachers treat students fairly at their school* (S2041)	83%	79%	89%
• they can talk to their teachers about their concerns* (S2042)	86%	90%	89%
• their school takes students' opinions seriously* (S2043)	71%	90%	84%
• student behaviour is well managed at their school* (S2044)	36%	73%	79%
• their school looks for ways to improve* (S2045)	93%	92%	89%
• their school is well maintained* (S2046)	69%	81%	89%
• their school gives them opportunities to do interesting things* (S2047)	68%	85%	84%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	94%	93%	100%
• they feel that their school is a safe place in which to work (S2070)	82%	87%	88%
• they receive useful feedback about their work at their school (S2071)	76%	70%	68%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	73%	85%	100%
• students are encouraged to do their best at their school (S2072)	94%	87%	96%
• students are treated fairly at their school (S2073)	94%	76%	92%
• student behaviour is well managed at their school (S2074)	47%	70%	64%
• staff are well supported at their school (S2075)	53%	73%	80%
• their school takes staff opinions seriously (S2076)	69%	87%	88%
• their school looks for ways to improve (S2077)	82%	90%	96%
• their school is well maintained (S2078)	47%	77%	84%
• their school gives them opportunities to do interesting things (S2079)	69%	83%	96%

Percentage of school staff who agree# that:	2016	2017	2018
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* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Numerous community partnerships were developed and continue to be maintained. Cape York Employment played an integral role in employment of local works, various Host Agreements – in particular the employment of local workers in the school canteen and the coffee van that attracted parents and community in the morning. PCYC worked closely with various activities during break times and offering engaging programs after school and during school holidays. The Art Centre assisted with various activities, including staff well-being activities. APN Rangers were integral with back to country excursions and activities. RIO Tinto and Glencore sponsored and assisted with various programs and transition activities. The local health centre and Indigenous provider Apunipima conducted various screenings and programs for our students. Various agencies assisted with attendance in particular FRC and Parenting Hub. Fortnightly Assemblies were well attended by families and various community agencies. The culminating event for the school is the end of year Wik (Mackenzie) Awards. The event is the highest attending community event in Aurukun with over 300 attending. The event also attracts external agencies and sponsors – PM&C, DATSIP, Cowboys RL.

Respectful relationships education programs

Students have been involved in programs to support their learning about respectful relationships. These include Braveheart's and the Strong, Proud, Healthy and Safe program.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	44	52
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The school works to reduce its environmental footprint through ensuring lights and air conditioners are turned off when not needed.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	204,978	239,473	259,459
Water (kL)	14		14

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

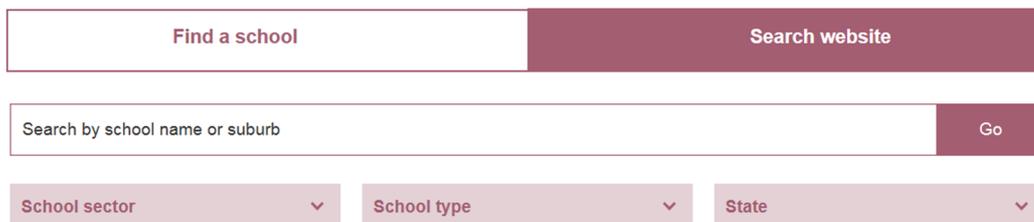
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](http://www.myschool.edu.au/) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	24	30	32
Full-time equivalents	24	30	32

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	2
Bachelor degree	27
Diploma	1
Certificate	7

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$81,242.81

The major professional development initiatives are as follows:

- Griffith neighbourhood Project – Teacher Protect
- Big 6 Reading skills
- Explicit Teaching methodology
- Jolly Phonics PD
- Crossing Cultures – at school based Induction program
- Teaching EAL/D learners
- Positive Behaviour for Learning
- Trauma Informed Practices – Australian Childhood Foundation
- Administration staff attended training related to their roles.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 77% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	48%	56%	54%
Attendance rate for Indigenous** students at this school	48%	55%	54%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	43%	58%	43%
Year 1	46%	66%	58%
Year 2	50%	59%	70%
Year 3	54%	66%	50%
Year 4	44%	65%	67%
Year 5	48%	50%	63%
Year 6	47%	59%	58%

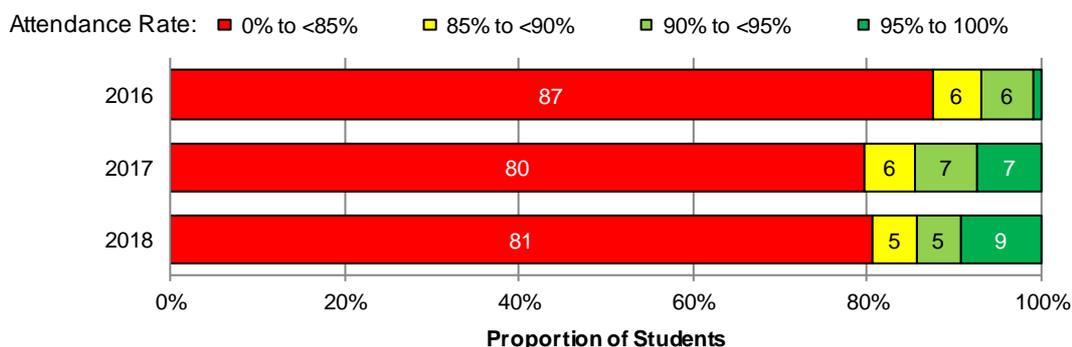
Year level	2016	2017	2018
Year 7		41%	50%
Year 8		37%	38%
Year 9		30%	26%
Year 10		32%	23%
Year 11		38%	14%
Year 12			19%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Aurukun State School has implemented an Everyday Counts Policy that ensures every day, every staff member has a role in regards to student attendance and how absences are followed through. The school employs School Attendance Officers and Programs funded through Prime Minister and Cabinet. The School also works closely with The Cowboys and their "Try for 5" Attendance Initiative (supported by RIO Tinto).

2018 – Semester 1: 53.8% ↓2.1	Semester 2: 47.3% ↑2.6
2017 – Semester 1: 55.9%	Semester 2: 44.7%

Throughout the year attendance is monitored and processes, policies reviewed. Where attendance declines a specific Attendance Action Plan is implemented to address the issues surrounding non-attendance.

Student attendance is acknowledged in the class daily and weekly (specific area in class dedicated to attendance). Every fortnight students are acknowledge for top attendance and improved attendance. End of Term Assemblies are major events for the school with special guest attending and assisting with presentations. Top attending students for 2018 attended the World of Dreams excursion. Visiting boarding schools in Cairns and Brisbane, participating in various leadership and team building activities, hosted at Parliament by Minister Di Farmer and a culminating trip to Dreamworld.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector
▼

School type
▼

State
▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Koolkan Aurukun State School Secondary Department provides a secondary schooling pathway for Aurukun students who did not gain a placement in Year 7 at boarding school or who are unable to retain enrolment at a boarding school.

Year 10, 11 and Year 12 Aurukun students who remain in community are supported through Individual Case Management to engage with:

1. ACARA offerings at the Koolkan State School campus and are supported by the KASS Transition Coordinator to transition to boarding school and or technical and training pathways (such as TEC NQ Townsville and Aurukun RATEP program).
2. Cultural and diversionary activities in a Flexi Learning Program offered at the Aurukun Indigenous Knowledge Centre (a partnership between Aurukun Shire Council and Koolkan Aurukun State School)
3. Certificate courses and employment readiness programs with the Transition to Success Program (Department of Communities Youth Justice).
4. 16+ youth are supported to engage with Cape York Employment to receive training, work placement and commonwealth provisions.
5. Providers in health, social and emotional well-being via coordinated referral through the Aurukun Youth and Education Interagency Working Group.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.aurukunss.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>